

Job Description and Person Specification

Job details

Job title: **Qualified Teacher of the Visually Impaired**
Grade: **Teachers Pay & Conditions**
MPS / UPS plus SEN Allowance (depending on qualifications)
Reports to: **Lead Teacher – Sensory Impairment Service**
Responsible for: **Supervision of up to 6 staff**
Directorate and Service area: **Children’s Services**

Purpose of the job

To promote children’s achievements and inclusion through the delivery of high-quality direct specialist assessments, teaching, support and advice. Provision to schools and parents/carers for children and young people who are severely sight impaired, sight impaired and/or who have additional complex needs.

Principal responsibilities

1. To supplement and enhance the expertise within schools
2. To deliver a specialist direct, teaching, and support service to children, schools and parents
3. To liaise with other agencies and services relevant to service delivery
4. To provide advice to the Lead Teacher on matters relating to policy development and the quality of provision
5. To undertake professional development identified by the specialist team and by Performance Management
6. To participate in county area development and working groups

Key tasks and accountabilities

A. General

- To ensure equality of opportunity and inclusion in education for all pupils
- Have regard to the revised Code of Practice and current legislation and guidance on the identification and assessment of pupils with additional needs in all areas of work
- To contribute to the assessment procedure for children with visual impairment under the terms of the Children & Families Act (2014)
- Ensure that information is provided for service evaluation and performance measures
- Participate in the agreed appraisal and Performance Management systems for teachers

- Ensure that professional development needs are identified and that agreed professional development activities are undertaken
- To carry out responsibilities with regard to the Council's Equal Opportunities Policy
- To undertake any other duties appropriate to a post of this grade as may be required from time to time

B. Support to Schools

- To contribute towards intervention and advice on teaching and learning programmes for individual children and young people with visual impairment in schools
- Provide direct teaching and/or support to children and young people, as well as advice about adapting National Curriculum materials.
- Assist in the setting of targets and the appropriate teaching methods to meet them; as well as monitor and review the progress of named children
- To attend reviews, annual reviews, EHC meetings and to provide written contributions when necessary
- To have a good working knowledge of assistive technology in order to advise settings on its appropriate use, including teaching Braille and ensuring the provision of Braille learning materials where appropriate
- Assist schools to provide appropriate evidence for examination dispensations
- Assist schools in the liaison required for pupil transfer
- To keep thorough and accurate records of work with schools and individual pupils
- Deliver appropriate INSET to schools
- Work preschool children and their families in liaison with other professionals
- To provide a service which operates within National and local guidance for pupils with additional needs

General responsibilities applicable to all jobs

1. Demonstrate awareness/understanding of equal opportunities and other people's behavioural, physical, social and welfare needs.
2. Comply with the Council's policies and procedures including (but not limited to) safeguarding, financial regulations, promotion of equalities, customer care, agreed audit actions and health and safety (ensuring that reasonable care is taken at all times for the health, safety and welfare of yourself and other persons).
3. Understand the council's commitment to Corporate Parenting and take responsibility to support this commitment. Enable the council to be the best corporate parents possible to children and young people in our current and previous care.
4. Carry out any other duties which fall within the broad spirit, scope and purpose of this job description and which are commensurate with the grade of the post.

This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder.

Special features of the post

This post requires satisfactory clearance of a Disclosure and Barring Service disclosure.

Person Specification

Attributes	Essential criteria	Desirable criteria
Education, Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher with a minimum of 2-year experience • Qualified Teacher of the Visually Impaired or willingness to undertake mandatory training • The ability to teach Braille or willingness to train 	<ul style="list-style-type: none"> • Graduate qualification • Additional recognised Additional Needs qualification • Additional recognised MSI qualification
Experience and Knowledge	<ul style="list-style-type: none"> • Experience of working with pupils with a range of Additional Needs • Experience of working closely with professionals from other agencies • Working at all stages of the Special Educational Needs and Disability Code of Practice • Ability to work cooperatively as a member of a multi-disciplinary team • An understanding of and commitment to safeguarding and promoting children's welfare 	<ul style="list-style-type: none"> • Experience of teaching in mainstream schools across more than one phase • Experience of working as a SENCO • Experience of working with pre-school children • Experience of acting in a support and advisory capacity to schools • The successful delivery of training to teachers and other professionals
Ability and Skills	<ul style="list-style-type: none"> • English fluency (spoken and written) • Ability to prioritise and accommodate change 	

Attributes	Essential criteria	Desirable criteria
	<ul style="list-style-type: none"> • Enthusiasm for working in a multi-disciplinary team • Ability to make and defend decisions in a non-threatening way • An appreciation of the local needs of schools and communities • Ability to maintain high levels of professional and personal integrity • An appreciation of the rights and aspirations of others • Personal and professional initiative IT literate and the ability to input data 	
Equal Opportunities	<ul style="list-style-type: none"> • Ability to demonstrate awareness/understanding of equal opportunities and other people's behaviour, physical, social and welfare needs. 	
Additional Factors		